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**Ed 7201T**

Al-Momani, I., Ihmeideh, F., & Naba’h, A. (2010). Teaching reading in the years: exploring home and kindergarten relationships. *Early Child Development & Care, 180*(6), 767-785.

This article is about the relationship between home and reading in kindergarten. Parents and teachers of four and five year olds were interviewed. Results showed that although they cooperated, teachers didn’t encourage parents to be involved as much. It also shows that teachers believe that parental involvement is unhelpful because they are unqualified to teach reading and they use inappropriate methods. Parents showed that they were willing to be involved when given the chance. They also believe that they need to know how to teach reading through education about goals and appropriate activities.

Bailey, L. (2006). Interactive homework: a tool for fostering parent-child interactions and improving learning outcomes for at-risk young children. *Early Childhood Education Journal, 34*(2), 155-167.

This article is about how parental involvement impacts students learning outcomes for children who are at risk for failing in reading. Studies have focused on ways that parents can help increase student learning through their interaction during homework. This study examines if parent training can increase these interactions during homework and increase reading skills. The results show that parent training can improve academic achievement for at risk students.

Bailey, L., Silvern, S., Brabham, E., Ross, M. (2004). The effects of interactive reading homework and parental involvement on children’s inference responses. *Early Childhood Education Journal, 32*(3), 173-178.

This article is about a study that examined interactive reading and parental involvement with children (during homework) on students’ responses to inference questions. Data was collect before and after via tests, checklists and questionnaires. The result showed that interactive reading homework increased parental involvement and students’ ability to draw inferences.

Bartel, V. (2010). Home and School Factors impacting **parental involvement** in a title I elementary school. *Journal of Research in Childhood Education, 24*(3), 209-228.

This article is about summer intervention and an interactive homework program that was provided to parents of children in a title I school. The parents were then interviewed and teachers were surveyed to determine factors both at home and in school that impact parental involvement in their children’s education.

Campbell, J.R., & Verna, M. (2007). Effective parental influence: academic home climate lined to children’s achievement. *Educational Research and Evaluation*, *13*(6), 501-519.

This article is about how effective parenting involves making important contributions to children’s achievement. Effective parents achieve this by generating certain beliefs, attitudes, and motivations within an Academic Home Climates that mesh with the climates of their children’s schools.

Cottrell, S., & Shaughnessy, M. (2005). An interview with Joyce Epstein: about parental involvement. Retrieved from <http://www.educationnes.org/articles/an-interview> with-joyce-epstein-about-parental-involvement-.html

This is an article about an interview with Joyce Epstein. In the interview, Epstein discusses parental involvement and her six types of involvement for student success. She also discusses the importance of parental involvement in homework and schoolwork.

Ediger, M. (2008). Psychology of parental involvement in reading. *Reading*

*Improvement*, *45*(1), 46-52.

This article is about the importance of parental involvement and input during parent/teacher conferences. According to the article, this support from parents can help improve the curriculum and help support students’ education.

George, D., Mensah, D. (2010). Parental involvement in home work for children’s academic success. A study in the cape coast municipality*. Academic Leadership, 8*(2), 1-5.

This article is about the impact parental involvement in homework has on students’ academic success. Parental involvement includes involvement in both home and school activities. When parents are involved attitude, attendance and achievement of students are improved.

Ghazi, S., Ali, R., Shahzad., Khan, M. (2010). Parental involvement in children’s academic motivation. *Asian Social Science, 6*(4), 93-99.

This article is about a study that examined parental involvement in their children’s academic motivation. It investigates the moral and financial aspects of parental involvement. It concluded that most parents aren’t aware of their role, nor do they help with homework or make arrangements for their children to receive help or engage in activities. These parents also use negative reinforcements to motivate their children. Parents should engage in activities such as helping their children with homework , and encourage them to participate in school activities.

Graue, E., Clements, M., Reynolds, A., & Niles, M. (2004). More than teacher directed or child initiated: preschool curriculum type, parent involvement, and children's outcomes in the child-parent centers. *Education Policy Analysis Archives, 12*(72) 1-38.

This article is about the contributions of curriculum approach and parental involvement to the effects of preschool participation. Parent involvement in school activities, was independently associated with child outcomes from school readiness at kindergarten entry to eighth grade reading achievement and grade retention above and beyond the influence of curriculum approach

Guofamg, L. (2006). What do parents think? Middle-class Chinese immigrant parents’ perspectives on literacy learning, homework, and school-home communication. *School Community Journal, 16*(2), 27-46.

This article is about Chinese parents’ perspectives on and involvement in their children’s reading, writing, mathematics learning, and homework. These parents were more involved in writing and mathematics than reading and homework due to their beliefs, practices and skills.

Hawes, C., & Plourde, L. (2005). Parental involvement and its influences in the reading

achievement of 6th grade students. *Reading Improvement*, *42*(1), 47-57.

This article is about a study on the influence of positive parental involvement and the reading of sixth grade students. According to the article, parental involvement provides students with knowledge and skills that are necessary to become productive citizens.

Hong, E. (2001). Homework style, homework environment, and academic achievement. *Learning Environments Research, 4*(1), 7-23.

This article is about a study on preferred parental homework styles. The participants were examined on self perceived homework achievement, academic achievement and homework achievement. Students in the high homework achievement group were more parent motivated than those in the low homework achievement group. This demonstrates the importance of parental involvement in the home learning environment.

Hoover-Dempsey, K., Walker J., Jones, K., Reed, R. (2002). Teachers involving parents (TIP): results of an in-service teacher education program for enhancing parental\ involvement. *Teaching and Teacher Education, 18*(2002) 843-867.

This article is about pre-service teachers not receiving preparation on how to involve parents. This paper discusses a program designed to help teachers build their beliefs, skills and strategies when it comes to parental involvement.

Hoover-Dempsey, K.V., Battiato, A.C., Walker, J.T., Reed, R.P., Delong, J.M., & Jones, K.P. (2001). Parental involvement in homework. *Educational Psychologist, 36*(3), 195-209.

This article is about parental involvement in homework. It focuses on why parents become involved in their children's homework; which activities and strategies they use while involved; how their homework involvement influences their children’s outcomes; and which student outcomes are influenced by parental involvement. Findings show that parents involve themselves in homework because they believe that they should be involved, believe that their involvement will make a positive difference, and perceive that teachers want their involvement.

Jeynes, W. (2011). Parental involvement research: moving to the next level. *School Community Journal, 21*(1), 9-18.

This article is about how two biological parent families are more involved than single parent families. According to the article, parents that are engaged attend school functions, and help students with homework. Involved parents also have higher expectations and specific parental style.

Joe, E., & Davis J. (2009). Parental influence, school readiness and early academic achievement of african american boys. *Journal of Negro Education, 78*(3), 260 276.

This article is about a study of the relationship between parental influence and the school readiness of African American boys. Parents have an influence on their children’s cognitive performance though their academic beliefs, and behaviors. Highlighting the importance of academic skills was associated with higher reading and math achievement.

McCoach, B., Goldstein, J., Behuniak, P., Reis, S., Black, A., Sullivan, E., & Rambo, K.

(2010). Examining the unexpected: outlier analyses of factors affecting student **achievement. *Journal of Advanced Academics*, *21*(3), 426-468.**

This article is a study about how communication and collaboration between parents, teachers, and staff is a critical factor that predicts whether or not a low SES school is successful or not. In addition, this study found that **parental** **involvement and** **parental** perceptions were key variables that helped to explain the differences between over and underachieving schools.

Mccollough, C., & Ramirez, O. (2010). Connecting math and science to home, school

and community through preservice teacher education. *Academic Leadership*, *8*

(2), 1-11.

This article is about parental involvement and its impact on the success and experiences of their children. According to the article, parental involvement results in higher reading scores, greater language skills and it also motivates students.

Padak, N., & Rasinski, T. (2006). Home-school partnerships in literacy education: from

rhetoric to reality. *Reading Teacher*, *60*(3), 292-296.

This article is about the benefits of teacher and parent partnerships. Children succeed when their parents are involved and when they are read to. In this article, they took a look at programs that help foster at home involvement and the benefits children gain.

Ray, K., & Smith, M. (2010). The kindergarten child: what teacher administrators need to know to promote academic success in all children. *Early Childhood Education Journal, 38*(1), 5-18.

This article reviews current research in best practices to improve children’s skills. It also discusses social skills in respect to academic success. It also reviews research describing three major influences on children’s adaptation and success which includes parental involvement.

Senechal, M., & Lefebvre, J. (2002). Parental involvement in the development of

children’s reading skill: A five-year longitudinal study. *Child Development*,

*73*(2), 445-461.

This article is about the findings of a five-year study of home literacy experiences, language and emergent literacy skills, and reading achievement of a group of middle and upper class children. The results showed that exposure to books improved vocabulary and listening comprehension skills, which is related to reading in third grade.

Walberg, H. & Paik, S.J. (1997). Home environments for learning. *Psychology and educational practice,* 356-368.

This article is about the important influence of the home environment on learning in and outside of school. It discusses research on the home environment and features that can be changed in order to have effects on academic learning. This includes hone based reinforcement, home instructions, homework, and other educational and psychological activities at home.

Xu, M., Kushner Benson,S., Mudrey-Camino, R., & Steiner, R. (2010). The relationship

between parental involvement, self-regulated learning, and reading achievement

of fifth graders: a path analysis using the ECLS-K database. *Social Psychology of*

*Education*, *13*(2), 237-269.

This article is about a study that was conducted on the relationship between parental involvement, self-regulated learning (SRL), and reading achievement. The results of the study identified six parental involvement factors that promote SRL in fifth graders. These include school involvement, TV rules, homework help, home frequency, parental education expectations and extracurricular actives.

Zaoura, A., Aubrey, C. (2010). Home-school relationships: valuable or problematic? *International Journal of Learning, 17*(4), 391-407.

This article is about a case study in regards to home school relationships. Teacher views on the subject were examined. Data was collected from schools and teachers. The analysis shows that home school relations are limited. It also states that parents are followers of teachers because their passive roles only include checking homework and being interested in their child’s achievements.